Non-Fiction TEXT FEATURES

Title →

Heading →

Sub-Heading →

Insects: Where and How They Live

Insects may be found in almost all parts of the world.

Ants

Ants are considered insects because they have six legs. Their bodies are divided into three segmented parts.

Ant Habitats

Ants live in "ant hills" in most locations across the county.
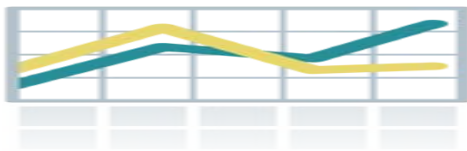
- Bullets
  - ➢ Bullets
I. Numbers

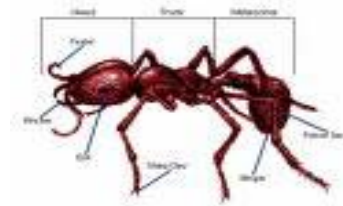(Font **Color** and Size)

Boldface Type
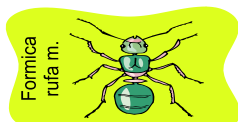
Highlighted Text

Italics

Charts and Graphs

Illustrations & Labels

Graphics and Photographs

Formica rufa m.

Non-Fiction TEXT FEATURES

Index

All About Animals

alligators….. page 34

anteaters…...page 22

beaver……...page 12

chimpanzee..page 55

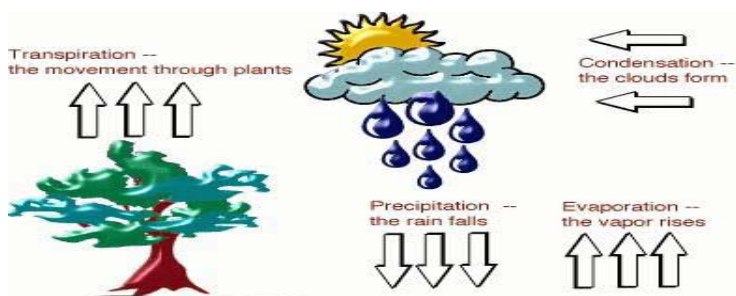## Table of Contents

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TABLE OF CONTENTS

Glossary

Term: Letters

Definition: There are 26 *letters* in the English alphabet; the *letters* are the individual characters that are used to represent sounds in a written form, either individually or in combination with other letters. Letters can be either lower or upper case. The latter are the larger versions of the letters that occur at the start of a sentence or the beginning of a proper noun and the term capital letter is also widely used for them. Lower case letters are used for the other transcriptions of the word or the sentence.

Maps

Kentucky

Diagrams

Transpiration -- the movement through plants

Condensation -- the clouds form

Precipitation -- the rain falls

Evaporation -- the vapor rises

Captions

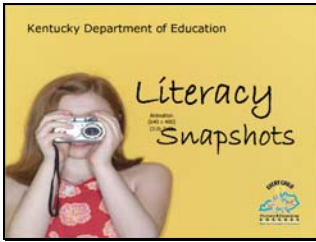I am so happy today.

Text Features

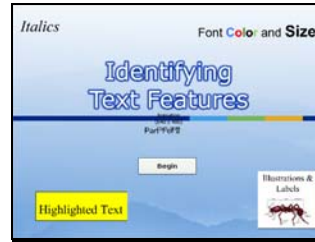| Text Feature	Description
Title	Reviewing the title can be helpful in giving the "big picture" of the topic.
Heading	These bold descriptors help students "chunk" or group information and provide a predictor for what will be read. (Encourage students to make questions out of their headings to provide purpose for their reading).
Subheading	These can help students identify sections that provide additional details and supporting information. Student should be taught to look at how the subheadings under a particular heading or section can help them identify important supplementary material and key details in support of the main concepts.
Special type formats	Authors often use italics and bold-faced type to highlight important terms or concept or to show that definitions can be found in the glossary.
Charts and graphs	Authors use charts and graphs to illustrate specific points or to present information contained in the text in a visual format that is more easily understood by readers. (Encourage students to pay attention to them and summarize what they portray).
Pictures	Pictures help readers visualize the text. Helping students determine the purpose of the picture can be beneficial – they see its value in illustrating concepts or statements presented in the text.
Maps and time lines	These can be helpful organizational tools. Maps and time lines help extend meaning and summarize the text for students. Teachers should model how to use the maps and time lines in the assigned reading.
Table of Contents	The table of contents generally lists part, chapter, and unit and section titles; students can see how it summarizes the major concepts and ideas to be covered in the course.
Glossary	Glossaries are often underused by students but can be helpful in increasing their vocabulary or summarizing key terms and concepts. In regard to course content, a glossary's content-specific definitions are usually more complete and appropriate than the general definitions found in dictionaries.
Index	The index is an alphabetical listing of subjects, people, places, (and sometimes events) covered in the text
Diagram	A drawing intended to show how something works
Caption	Brief description accompanying an illustration

Text Feature Search

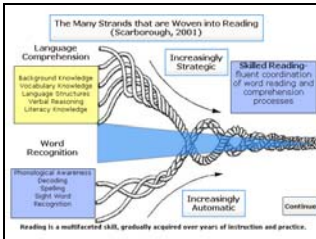| Type	✓	Page(s)
Font color		
Varying font size		
Bold face print		
Italics		
Bullets		
Numbering		
Highlighted text		
Title		
Heading		
Subheading		
Charts and graphs		
Pictures		
Maps and time lines		
Table of Contents		
Glossary		
Index		
Diagram		
Caption		

Next Steps

- How and when do you plan to teach text features?

- How will you know students can identify the taught text features?

- When do you plan to meet and discuss student learning of text features?
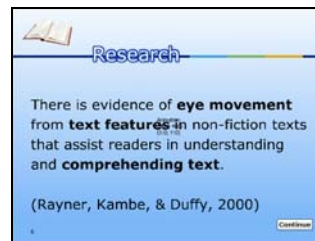
Welcome

Identifying Text Features

Scarborough Rope

Session Goal

Session Objective

Research

Text Feature Definition

Text Features are defined as the **physical features** of a **text**. Some examples are:

- titles and headings
- table of contents
- boldface terms
- charts
- glossary
- index
- photos
- diagrams
- caption
- timeline
- maps
- graphs

Handout 1, pp. 1-3

Text Feature Definition

Modeling (I Do It)

"Student Text Feature Project"

Modeling (I Do It)

Identifying Text Features (We Do It)

- Select a nonfiction text that has been chosen to teach or click on the link below to access a nonfiction text on the internet.
  www.lostladybug.org/howto.php
- Use **Handout 2** as you survey the text (about 5 minutes) and identify the text features.

Identifying Text Features (We Do It)

Wrap-Up

- The ability to identify text features aides in comprehension.
- State standards should be used to determine which text features students should know and use.

Wrap Up

Next Steps (You Do It)

- How and when do you plan to teach text features?
- How will you know students can identify the taught text features?
- When do you plan to meet and discuss students' ability to identify text features?

Handout 3

Next Steps

References

Rayner, K., Kambe, G., & Duffy, S.A. (2000). The effect of wrap-up on eye-movements during reading. Quarterly Journal of Experimental Psychology, 53A(4), pp. 1061-1080.

Scarborough, H.(2001).Connecting Early Language and Literacy to Later Reading Disabilities: Evidence, Theory, and Practice. S. B. Neuman & D. K. Dickinson (Eds.), Handbook of Early Literacy Research (pp.97–110). New York: Guilford Press.

References